**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 6 Week 3 Story Title: Talking Walls: Art for the People**

**Monday**- Use TE DI -22- 1) Preteach Phonics- Syllables tion, sion, ture. Tell students that there are some common word parts that appear in many different words. Write *nation.* Ask: *How many syllables do you hear in nation? (2) What is the 1st syllable? (na) What is the 2nd syllable? (tion)Which syllable have you seen in many words? (tion)* Model blending nation. Then have students blend nation together. Repeat with syllables sion & ture, using television & future.2) Preview Decodable Reader 28: *Uncle Mycroft-* Read/discuss words: Review the words on Decodable Reader pg 97; earn, inventor, surrounded, creaked, alarmed, invisible, reverse, spoonful, & gasped. Discuss the meaning of the words, too. 3) Preview Decodable Reader 28 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 28 orally to the students for fluency.

**Tuesday**- Use TE DI-24- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: encourages, expression, local, native, settled, social, & support. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *festivals* & model how to chunk the word. Say:  *I see a chunk at the beginning of the word: fes. I see a part in the middle: ti. I see a chunk at the end of the word: vals. I say each chunk slowly: fes ti vals. I say the chunks fast to make a whole word: festivals. Is it a real word? Yes, I know festivals.* Continue with words: artistic, muralists, depict, democracy, seamstress, interprets, fashioned, extending, graduated, accomplished, & residents. 3) Choral/Echo read typed version of Decodable Reader 28 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-26, pgs 341& 343- 1) Target Skill-Fact/Opinion- Discuss the meaning, examples, & clue words from pg TE DI-26 & pg 332 & 341. 2) Target Strategy-Answer Questions- review pg 332. Also reread pg 343 to review Answer Questions. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 28- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 28- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.